



## Transdisciplinary Theme

Who we are

### Central Idea

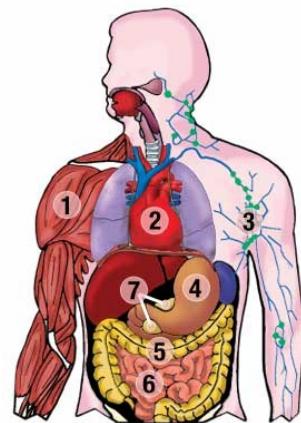
Our body is made up of interdependent systems which are affected by the choices we make

### Learner profile

Communicator  
Knowledgeable  
Inquirer

### Lines of Inquiry

- Different systems in our body
- How our body systems work together
- How choices we make affect body systems



### Teacher Questions

- What is a system?
- What are the systems in our body?
- How are our body systems connected?

### Attitude focus

Independence  
Creativity  
Cooperation



### Integration/subject information

#### **Arabic**

Listening : رياضة المشي -

Reading : التغذية السليمة -

ألوان الصحة (شعر) -

Speaking : role play (a coach and a sport 's team).

Grammar :

فعل الأمر، تصريفه.

المذكر والمؤنث.

المفرد والمثنى.

الحروف القمرية والحروف الشمسية.

التاء في آخر الاسم والتاء في آخر الفعل.

Writing : a paragraph about taking care of our body.

Final Project: A role play (at the dentist).

#### **French**

We will be learning about: FAMILY, Body Parts and illness, telling time, Daily routine and Healthy eating.

#### **Music**

##### Performing

**Singing**: Sing more complex songs with increasing accuracy. Sing using do to do' from hand signals & notation.

##### **Playing instruments:**

Recorders –Echo simple melodic patterns. Feel phrases for breathing. Blend sound with other recorder players & other instruments.

Continue to read & notate rhythms: crotchet, quaver, semi quaver, minims, dotted notes, semiquavers and syncopation.

### Creating & Composing / Notation

Experiment with sounds to create musical effects:

### Listening and appreciation

Distinguish and describe musical elements such as rhythmic patterns, melodic patterns and form.

Aurally notate 4-bar rhythms & melodies in treble & bass clefs

#### **P.E.**

The students will focus on Netball in this throwing and catching unit. Safety rules, catching, passing and pivoting activities will be played. Footwork patterns, drills and competitions with the emphasis on teamwork and movement into space will be done. In collaboration with homeroom we will focus on the muscle system, circulation system and respiratory system during warm ups. We will also talk about a healthy diet.



## Skills outline

Students will be **researching** the different systems in our body and how they work together. The class will be put into five groups with each one researching a specific system. At the end of the unit there will be a Celebration Of Learning where the students will present their work to family and the school community. During this unit students will do a considerable amount of group work as well as presentations which will further develop their **communication** skills.

### Wiki Address

Year 6 has a Wiki page where you as parents as well as your children can go to. The address is as follows; <http://yr6islq.wikispaces.com/>

### Key dates for the unit

Celebration of Learning: 15th December  
Science lab visit: 7th and 8th November  
Health coach workshop: 29th November

## Learning engagement

### Examples

Students will be going to the High School science labs to learn about the human skeleton.

They will also be working with bones finding out their make up. Students will demonstrate the different body systems through “physical theatre”. Using only their bodies they will show how the system works.

Nicole van Hattem, a health coach, will come and speak with students on the topic of healthy eating.

### Unit Vocabulary

circulatory	respiratory
digestion	skeleton
muscle	muscular
exercise	vitamins
heart	systems

### How parents can help

Since this unit is about healthy lifestyles we will be focusing on what they bring into school for break. Year 6 has a wiki space where there are numerous websites to help with your child’s progress. We strongly recommend that your child regularly visits the wiki space for added practice and supplementary information. Please ensure that your child’s homework is completed to the best of their ability and sign the homework book after doing so.